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ABSTRACT

A survey conducted in December 1971 for the Educational Media staff of the University of Iowa collected data on use of educational media from principals, audiovisual directors, librarians and teachers in 80 elementary and secondary schools. Administrators and teachers were asked about training in media needed on the job. Both groups indicated more training was needed both in operation of equipment and in selection and utilization. Particular emphasis was called for in use of media to individualize instruction, selecting and applying media in given subject areas, locating sources of software, and more observation of media use in the field. Questionnaires used in conducting the survey are appended. (SK)

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IOWA SURVEY SHOWS: TEACHERS NEED MORE TRAINING IN MEDIA

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The results of a recent public school survey clearly indicate that more emphasis on the use of educational media should be included in teacher training programs. The survey, conducted in December, 1971, for the Educational Media staff at the University of Iowa, collected data from principals, AV directors, librarians and teachers in 80 elementary and secondary schools. The schools were selected to be representative of a range of school sizes and locations in the State of Iowa. The administrators and teachers questioned were asked about the training in media they feel new teachers will need on the job. Their responses indicate that more training is needed, both in the operation of equipment and in the selection and utilization of equipment.

Part of the evidence to support this conclusion comes from the responses of the administrators. The bulk of it comes from the answers given by the teachers.

The administrators were asked what equipment they felt it "essential" that teachers be able to use and what equipment they felt new teachers were not trained to use properly. Seventy-five per cent of the 73 responding administrators believe that teachers should be able to use overhead pro-

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jectors, slide/filmstrip projectors, 16mm film projectors, record players and tape recorders. Over 50% felt similarly about opaque projectors, carousel slide projectors and spirit duplicators. Yet 34% felt that new teachers are not trained to use 16mm film projectors, for example.

Teachers were asked if they felt they would have been better prepared for teaching if their undergraduate programs had included "more or better instruction" in each of a number of types of training in the selection and use of media. Nearly 80% of the 491 teachers responding said they would have preferred more or better instruction in preparing materials of their own to use in the classroom. And better than 70% felt they would have been better prepared to teach with more or better instruction in deciding when to use media, in evaluating media and in modifying it for use in their teaching.

Both administrators and teachers were given a chance to add comments. The majority view of the administrators seems to have been summed up well by one principal, who said, "Our program of trying to individualize demands it (a good deal of equipment), but one of the problems I have as a principal is getting people to develop the aids necessary for individualization when they haven't been trained to use various types of equipment."

Several other principals, AV directors and librarians, however, disagreed that operation of equipment is an essential part of training in media. Their comments indicate that administrators as well as teachers should have been asked questions about training new teachers in instructional uses of that equipment. A typical comment in this category was, "The mechanics of using the equipment is not the essential area. Something to spark creative use is what's important."

"I feel the major responsibility of undergraduate education is to show the student the various instructional possibilities each piece of media equipment has," said another.

Comments by the teachers strongly favored a variety of instruction in media use. Statements ranged widely from "I wish that I had had more experience in simply operating movie projectors," to "I feel the undergraduate needs more experience in observation of instructional media in an actual school system. This way he may synthesize his own ideas with what he observes to see how he could make it applicable."

The greatest single need reported by the teachers was the necessity of learning how to prepare materials of their own to use in the classroom. In addition, the teachers called for increased emphasis on:

1. Using media to individualize instruction.
2. Selecting and applying media in particular subject matter areas.
3. Locating sources of software and specific hardware.
4. Observing teachers using media out in the field.

The intent of the survey had been to gather information to assist the Educational Media staff at the University of Iowa in evaluating its courses, with an eye to redesigning them, where necessary, to meet needs in the field. A program of evaluation of courses had already been underway for several semesters.

After the survey findings were disseminated in the College of Education at Iowa, there was a dramatic increase in enrollment in the initial media course for undergraduates, from 250 the previous semester to nearly 400. New material has been added to this course, in line with the administrators' responses to the survey. Other media courses already offering the instruction emphasized by the teachers in the survey are scheduled for wider publicity. Plans have been made to reorganize their content to offer teacher trainees expanded opportunities for using equipment and materials on their own to develop usable classroom media.

In 1963, the NEA Journal reported the results of surveying a national sample of public school teachers. The highest proportion of those teachers said the area most lacking in their professional training was "the use of audiovisual equipment and materials." At that time, a total of 60% expressed a need for more preparation in this area. Although there are certain differences in size and emphasis between the NEA survey and the Iowa one, the message to the colleges and certification agencies from the professionals in the field still appears to be the same, nearly 20 years later.

Figure 1. Survey form distributed to administrators, showing actual results.

Figure 2. Questionnaire distributed randomly to eight teachers in each building surveyed. Figures indicat actual responses obtained.

School _____ City _____ Name _____
(optional) (optional) (optional)

Please indicate your position: ☐ Principal ☐ Audiovisual Coordinator ☐ Librarian

Does your building have an audiovisual coordinator? ☐ Yes ☐ No

Please check boxes under appropriate headings.

		Overhead projector	Opaque projector	Slide/filmstrip projector	Carousel slide projector	16mm Film projector	8mm Film projector	8mm Camera	Portable film screen	Tape and film splicers	Record player	Reel-to-reel tape recorder	Cassette tape recorder	Lettering devices	Dry mount press	Spirit duplicator (Ditto)	Thermal copier	Mimeograph	Video tape recorder	Polaroid camera	Instamatic camera	2x2" slide-making equipment	Other (name)
In-building inventory: Number have or on order:	avg	17	2	7	2	6	2	2	4	2	9	8	9	2	2	2	1	1	2	1	2	2	10
It is essential that teachers be able to use:	%	89	58	81	51	81	39	15	43	18	78	78	75	24	19	60	30	27	23	12	15	7	14
New teachers are not trained to properly use:	%	15	19	16	16	34	24	19	5	20	5	18	12	18	27	26	30	23	38	16	9	8	11
Would acquire if had teachers qualified to use	%	0	1	1	4	1	7	12	1	5	3	1	3	5	4	1	3	1	11	1	7	12	1
Have no interest in using (or no need to use):	%	4	1	4	5	3	4	5	3	7	3	3	3	7	11	11	7	11	7	10	7	14	0

COMMENTS:

Fig. 1

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Dear Teacher: We ask your help in aligning teacher training to the needs in the field. Please answer the following questionnaire and return to your principal.

Thank you

Joan Newman, Research Assistant
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	Yes	No
Have you had one or more audiovisual methods courses?	% 64	36
Do you feel that you would have been better prepared for teaching if your undergraduate Teacher Training Program had included more (or better) instruction in:		
1. deciding when to use specific types of media for specific instructional purposes	72	28
2. locating appropriate media for specific classroom in situations	69	31
3. evaluating specific media to meet your instructional objectives	72	28
4. modifying specific media to meet your instructional objectives	73	27
5. preparing materials of your own to use in the classroom	79	21
6. other (please explain):	60	40

Fig. 2